

Report

of the

Board of Education

of the

City of Plainfield

New Jersey



Year Ending

June 30

1921

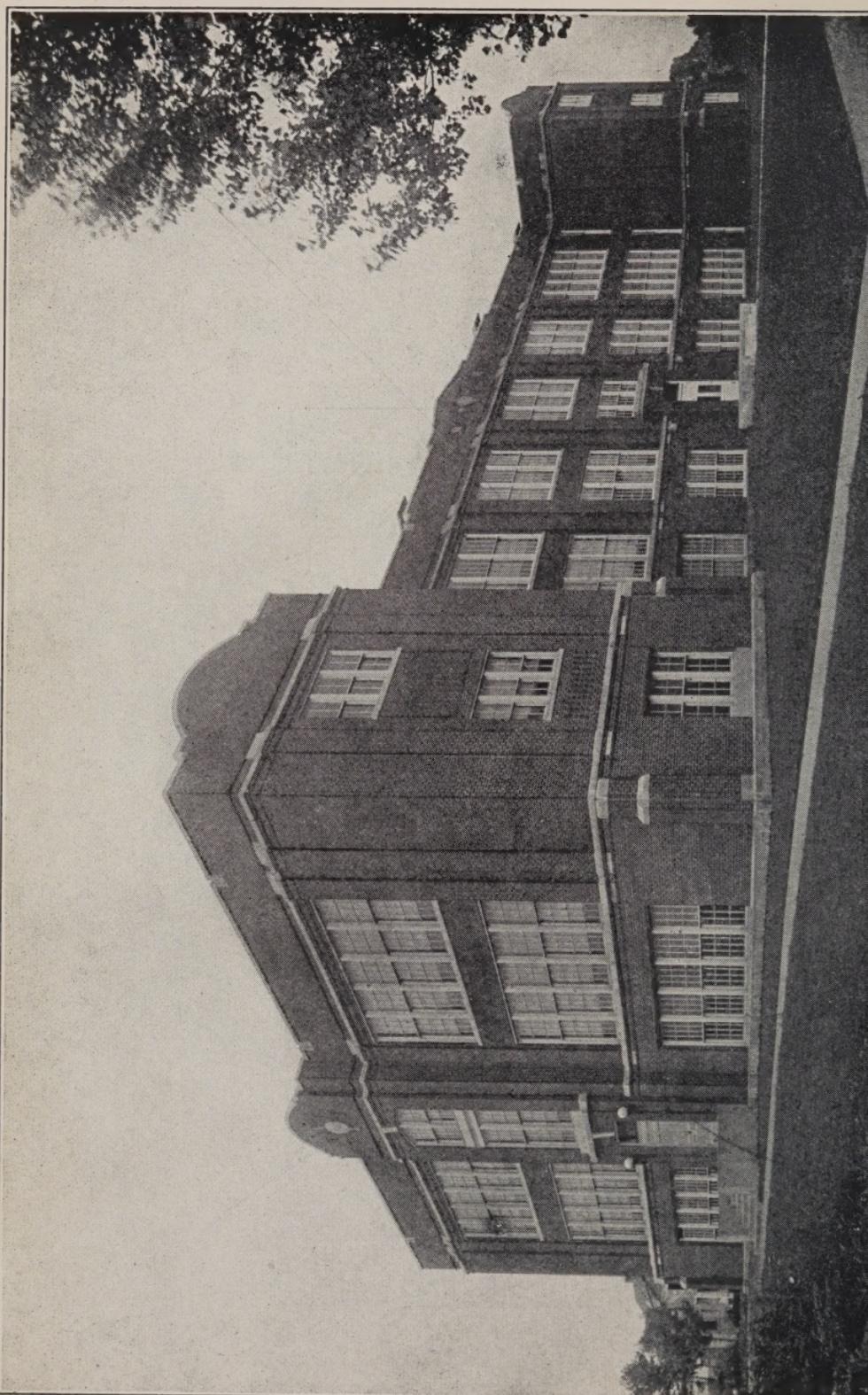


TABLE OF CONTENTS

	Page
Attendance Supervisor.....	4
Report.....	28-29
Board of Education:	
Appointment of Members.....	4
Clerk of the Board	3
Counsel to the Board.....	4
Election of Officers.....	4
Financial Statement.....	6-7
Meetings.....	5
Members.....	3
Office Force.....	3
Officers	3
Standing Committees.....	4
Custodian of School Moneys	4
Dental Inspector.....	4
Report.....	32
Enrollment:	
By Ages	50
By Grades.....	49
Attendance, Tardiness, etc.....	48
Of Pupils.....	44-47
Summary.....	50
Grammar School:	
Graduates.....	39-40
Graduation Program.....	38
High School:	
Graduates	34-35
Graduation Program.....	33
Prize List.....	36-37
Manual Training Supervisor's Report.....	21-27
Medical Inspector.....	3
Report.....	30-31
Physical Training Supervisor's Report.....	18-20
School Calendar.....	5
School Nurse.....	4
Report.....	30-31
School Sessions.....	5
Superintendant of Schools.....	3
Office Hours	3
Report	8-17
Teachers:	
List with Year of Appointment.....	41-43
Tuition.....	5

BOARD OF EDUCATION, 1921

OFFICERS

ARCHIBALD COX.....President
FLOYD T. WOODHULL.....Vice-President
DR. B. VAN D. HEDGES.....Secretary

MEMBERS

FLOYD T. WOODHULL, 205 Stelle Avenue.....Term expires 1922
ARCHIBALD COX, 946 Central Avenue.....Term expires 1923
ALBERT A. TILNEY, 966 Central Avenue.....Term expires 1924
FRANK J. HUBBARD, 109 W. Fifth Street.....Term expires 1925
DR. B. VAN D. HEDGES, 1225 Watchung Ave.....Term expires 1926

SUPERINTENDENT OF SCHOOLS

HENRY M. MAXSON

Office in High School Building, West Ninth Street
and Arlington Avenue. Telephone 2361

Office hours: 8:30 a. m. to 9:00 a. m. on school days

BOARD OF EDUCATION OFFICE

Office in High School Building. Telephone 2361

Office hours: 8:30 a. m. to 5 p. m.

FREDERIC W. COOK.....Clerk of the Board
1135 Myrtle Avenue.....Telephone 1620-J
A. MILDRED GREENE.....Assistant Clerk
437 West Sixth Street.....Telephone 296-W
HELEN L. EDWARDS.....Secretary to Superintendent
165 North Avenue.....
RUTH B. HAMMOND.....Stenographer in Clerk's Office
54 Westervelt Avenue.....
GLADYS VAIL.....Switchboard Operator
129 Lafayette Place.....

MEDICAL INSPECTOR

EDWARD S. KRANS, M. D.
920 Park Avenue. Telephone 1140

SCHOOL NURSE

HELEN R. BOICE

145 East Sixth Street. Telephone 1849-M

DENTAL INSPECTOR

DR. GUY H. HILLMAN

525 Park Avenue. Telephone 1077

CUSTODIAN OF SCHOOL MONEYS

ARTHUR E. CRONE

City National Bank. Telephone 1576

COUNSEL TO THE BOARD

CHARLES A. REED

203 Park Avenue. Telephone 2091

ATTENDANCE SUPERVISOR

DOROTHY S. PUTNAM

Office in High School Building. Telephone 2361

STANDING COMMITTEES

SCHOOL

ARCHIBALD COX FLOYD T. WOODHULL B. VAN D. HEDGES

BUILDING

FRANK J. HUBBARD ARCHIBALD COX ALBERT A. TILNEY

FINANCE

ALBERT A. TILNEY B. VAN D. HEDGES FRANK J. HUBBARD

APPOINTMENT OF BOARD MEMBERS

One member is appointed by the Mayor in January each year for a term of five years.

ELECTION OF OFFICERS

February first, or, if this be a Sunday, on the following day.

TUITION FOR NON-RESIDENTS

Pupils residing outside the city limits are admitted to the Public Schools, as far as the accommodations will permit, upon the payment of the following tuition fees:

High School, per year.....	\$100.00
Grammar School, per year.....	51.00
Primary School, per year.....	51.00

BOARD MEETINGS

Stated meetings of the Board second Tuesday of each month at 8 P. M. Rooms, High School Building. Bills should be in the hands of the Clerk not later than the 28th day of the month preceding that in which bills are to be paid.

SCHOOL SESSIONS

High School	From 8.30 a. m. to 2 p. m.
Grammar School	From 8.30 a. m. to 2 p. m.
Whittier School	From 8.30 a. m. to 2 p. m.
Opportunity Classes	From 8.30 a. m. to 2 p. m.
Primary School	From 9 to 11.45 a. m.; 1.00 to 3 p. m.

PRIMARY DEPARTMENT

On one-session days closes at 12.30 p. m.

CALENDAR FOR 1920-21

Fall Term—

Begins Wednesday, September 8, 1920.
Ends Thursday, December 23, 1920.

Winter Term—

Begins Tuesday, January 4, 1921.
Ends Thursday, March 24, 1921.

Spring Term—

Begins Monday, April 4, 1921.
Ends Friday, June 24, 1921.

STATEMENT OF RECEIPTS AND DISBURSEMENTS

For the School Year Ended June 30, 1921

Balance July 1, 1920..... \$114,800.80

RECEIPTS DURING YEAR

Purchase of Land Fund:

Transferred from Building, Repairs and Furnishing Fund \$ 500.00

Emerson School Addition Fund..... \$1,491.69

Transferred from Building, Repair and Furnishing Fund 4,500.00

Building, Repair and Furnishing Fund.....

5,991.69

Library Fund

409.87

Manual Training Fund.....

733.16

Received from State..... \$ 132.33

Transferred from General Fund..... 7,600.00

12,101.45

General Fund—Less Transfer.....

432,474.85

Total Receipts during School Year ended June 30, 1921..... 452,211.02

\$567,011.82

DISBURSEMENTS DURING YEAR

Emerson School Addition Fund..... \$ 83,701.11

Building, Repair and Furnishing Fund:

Transferred to General Fund..... \$2,245.00

Transferred to Purchase of Land Fund..... 500.00

Transferred to Emerson Addition Fund..... 4,500.00

.....

7,245.00

Library Fund

527.00

Manual Training Fund.....

12,404.11

General Fund—Per Schedule Attached.....

442,618.63

Total Disbursements during School Year ended June 30, 1921..... \$546,495.85

Balance, General and other Funds, June 30, 1921..... 20,515.97

\$567,011.82

DETAILS OF DISBURSEMENTS FROM GENERAL FUND

For the School Year Ended June 30, 1921

Cost of Instruction:

Salaries—Superintendent, Principals, Supervisors and Teachers	\$322,544.70
Text Books	6,105.77
Educational Material, Supplies and other Expenses of Instruction	15,821.27
	<hr/>
Total Cost of Instruction.....	\$344,471.74

Auxiliary Agencies:

Promotion of Health.....	\$ 4,420.79
Recreation	470.62
	<hr/>

Total Auxiliary Agencies.....	4,891.41
-------------------------------	----------

Cost of Conducting School System:

Educational Administration:

Expenses of Superintendent's and Principals' Offices	\$ 3,267.95
Cost of Compulsory Attendance	2,705.09

Financial Administration:

Expenses of Office and Board of Education.....	5,469.17
Telephone	922.20
	<hr/>

Total Cost of Conducting School System.....	12,364.41
---	-----------

Cost of Operation of School Plant:

Wages of Janitors, Engineers, etc.....	\$ 29,973.44
Wages of other Employees.....	70.52
Fuel	26,158.15
Light, Water and Power.....	5,616.81
Freight and Cartage.....	511.80
Laundry	24.76
Janitors' Supplies	2,900.95
Incidental Expenses	432.62
	<hr/>

Total Cost of Operation of School Plant.....	\$ 65,689.05
--	--------------

Cost of Maintenance of School Plant:

Repairs to Buildings.....	\$ 10,048.41
Repairs, Replacements of Furniture and Equipment	2,294.19
Insurance	2,384.42

Total Cost of Maintenance of School Plant.....	\$ 14,727.02
--	--------------

Capital Charges:

Interest on Bonds.....	\$ 475.00
	<hr/>

Total Disbursements	\$442,618.63
---------------------------	--------------

ARCHIBALD COX, President.

B. VAN D. HEDGES, Secretary.

As the result of the audit of the accounts of your Board for the year ended June 30, 1921, we hereby certify that we found all receipts duly entered, all disbursements properly authorized and the above statement of Receipts and Disbursements correctly stated.

(Signed) C. D. GILES & CO.,

Accountants and Auditors.

REPORT OF SUPERINTENDENT OF SCHOOLS

Board of Education, Plainfield, N. J.

GENTLEMEN:—I herewith submit to the citizens of Plainfield through you my twenty-ninth annual report of the Public Schools of the city. The general statistics are as follows:

Total enrollment	5,758
Average enrollment	5,141
Average attendance	4,702
Number of Teachers.....	186

The increase in average enrollment is 324, which indicates that the increase of about 300 in each of the last two years is to be our standard annual gain.

The High School gained 47 and the three grammar grades 89.

A growing city inevitably has a regular annual increase in the number of its school children, bringing new problems as to accommodations and finances.

CONDITION OF SCHOOL BUILDINGS

The city may well be proud of its school buildings. The five buildings built within the last thirteen years are fire-proof as far as the safety of the children is concerned, and meet the standard in heating, lighting, ventilating, and hygiene.

The three oldest buildings, while equipped with gravity ventilation, are in other respects up to a high standard.

The seating in all buildings is of modern type, single desks adjustable to the size of the pupils.

All the primary buildings are equipped with kindergartens. In the case of the newer buildings, the kindergarten room is especially adapted to kindergarten requirements in planning and construction. Each of the three sections of the city has a building with auditorium especially adapted for community use.

In all the buildings the janitorial service is of very high grade, and the greatest care is taken to keep all parts of the building in excellent sanitary and hygienic condition, so that the school building and equipment shall administer directly to the promotion of the health of the child.

EMERSON SCHOOL

After many delays the Emerson School was completed in June, although we were able to put classes into it in April. The building meets a want that has been truly long felt, since we have had half-time classes in the old part for four years.

The building has fifteen classrooms. In the basement, which is nearly all above ground, there is a room for manual training,

another for sewing, basketry, and other manual arts, and a kitchen for the classes in cooking.

One part of the basement has the floor lowered four feet more than the rest of it, furnishing a gymnasium 24 x 40 where the classes may have their daily half hour of physical training work as required by the school law. A shower bath affords a special convenience for those children who come from homes that have no bathing conveniences.

The auditorium, which seats about six hundred, is the best in the city outside of the High School. It is on the ground level so that in case of fire one may simply open the window and step out onto the ground. It has windows on two sides which permit excellent ventilation in the warm days when the ventilation fan is not running. This feature of the building will be much appreciated by that district since it will afford such admirable facilities for the social life of that part of the city.

The building is fire-proof throughout except for the trim.

All but one of the rooms were occupied at the opening and that one will be occupied in the fall, with doubtless half-time classes a year or two later, since it is almost impossible to keep up in school accommodations in a growing city. As shown in the last report, we need at once a four-room addition to the Evergreen and twelve or fourteen rooms added to the Jefferson. Even those additions will not entirely eliminate half-time classes, since our postponement of building during the war period has put us behind in meeting the growth of the schools.

RISING COSTS

It is inevitable, not only in Plainfield, but the country over, that we shall be called on in the near future to spend on our schools much greater sums than we have ever thought possible. It has become evident to thinking people that the school is not only something to be greatly desired for the children, but that it is an absolute necessity for the future of our nation.

The only real defense against Bolshevism and its kindred evils is an intelligent citizenship based on sound character, and the great instrument for producing this is the school. Any one can teach the child to read, write, and cipher, but, when it comes to shaping his character, developing morale, and training him to true citizenship, it requires a real man, a real woman, and to obtain such we must pay the price. But this is the kind of people that business interests desire, as well as the schools, and for such they pay more than school authorities have been able to offer.

Before the war, the teachers were about the poorest paid class of intellectual workers. War conditions raised the cost of



WORK OF MANUAL ARTS PUPILS

living more than 100 per cent., while the salary of the teacher was raised only 60 or 70 per cent., so that, poorly paid as they were before the war, they found themselves in still worse condition as the war progressed. The result was that many teachers left the profession to enter business. Unfortunately for the schools, they were from the ranks of the best teachers, and business is holding them.

In addition to this, the outlook in the teaching profession was so poor that young people entering their life work turned the "cold shoulder" on that profession and went into something else. In consequence, there is at the present time a great shortage of teachers the country over. Last year there were thousands of schools that had no teachers at the opening of the school year, and there are now hundreds of thousands of schools that have teachers that are below the standard. In consequence of this situation, while there is a surplus of labor in all the other fields, in education there is a shortage; and while wages are going down in other lines, they are going up in teaching and must continue to go up still more if we retain the good teachers that we have and draw into the ranks of teaching the best of our young people that are now going into other lines of work. This means that new salary schedules must be established to enable the teaching profession to draw into it the best of the boys and girls who are entering their life work, and that for some years to come there will necessarily be a considerable increase in the amount of money required for teachers' salaries.

In addition to this, there will necessarily be large expenses for building new schools. Because of war conditions, few buildings have been erected in the last four years, and practically all cities have drifted behind in the matter of providing accommodations for their growth. Where we should have provided in Plainfield thirty classrooms we have provided but eight. We are now compelled to incur unusually large expense to catch up and also to provide for the growth while we are doing it.

EXHIBIT OF HAND WORK

A general exhibit of hand work by the pupils was held in June in the High School Auditorium.

It comprised work in Art Work, Elementary Handwork, Domestic Science and Art, Mechanical Drawing, Free-hand Drawing, Poster Work, Metal Work, Leather Work, Woodwork, Electrical Work, Cement Work, and Pottery.

The exhibit was particularly noticeable for three things: First, the high excellence of all the work; second, the marked individuality of the things exhibited (out of the hundreds of articles in the exhibit hardly two were alike); third, nearly every article had a practical value; it was something that would be of real use—a hat, a dress, or a loaf of bread, a chest, a bookcase or

a chair, a vase, a pocketbook, or a study lamp.

The exhibit was visited by large numbers of the citizens and served to show something of how the schools have advanced in practical, useful arts in recent years. Experts from out-of-town gave the work very high praise, calling it one of the best exhibits ever held in the State. The work fully justified the time and money we have spent on our Manual Training, Household Arts, Arts and Crafts, and Continuation School work.

HIGH SCHOOL GRADUATING CLASS

The number of graduates from the Senior Class of the High School this year was 108, one of the highest in the history of the school. In its freshman year, this class numbered 241, which shows an unusually large percentage of graduation.

Ten years ago the number in the graduating class of that time was 61, which indicates the rapid growth of the school in recent years.

One interesting thing about the senior classes of these days, that is not generally known, is that every member of the class, girls as well as boys, is able to swim, since no one can now graduate until he is able to swim the length of the swimming pool—sixty feet. Practically all pupils learn to swim before the end of the freshman year.

THE CONTINUATION SCHOOL

When school opened this year a new problem had to be faced by school authorities; namely, to make provision for carrying out the new Continuation School Law, which, briefly stated, is a law enacted by the Legislature making it compulsory for all children who are regularly employed between the ages of 14 and 16 to attend Continuation School for 6 hours per week, on the regular school days.

Many questions are now constantly arising regarding the functions or aims of the school and interpretations of the law. Perhaps the most persistent question is: "Why do we need continuation schools?"

The general impression seems to be that those children between the ages of 14 and 16 who leave school to go to work do so on account of economic necessity. This, however, has been disproved. Figures based on the Waltham investigation of the Children's Bureau of the United States Department of Labor in 1917 bear out the figures obtained from the study of over 12,000 individual cases in the Boston Continuation School that less than 40 per cent. of these children were found to have left school because of economic necessity. Most of them leave because they dislike to go to school. That same restlessness and discontent marks their experience in industry.

The type of job open to most of them is not satisfactory. Many are mere errand boys. Those who obtain jobs in industry perform work of the simplest character, presenting little or no instructional content, with possibilities quickly exhausted, and only in rare cases do their jobs lead to advancement in position or opportunity. This results in much shifting from job to job. Restlessness and dissatisfaction grow until many become unstable both in and out of their hours of employment.

What then are the characteristics of the task confronting us in this new educational problem? Somehow means must be found whereby the school may again make a contact with these young workers. Otherwise the 6 to 8 years of schooling they have already received at great expense of money and time will be speedily lost.

There are two prevalent misconceptions of what the Continuation School should be. The first is that it should continue the academic education which these children, as a matter of fact, have repudiated; any attempt to again provide such instruction for this particular group is doomed to failure. The second false conception is that the program of the child of 14 is fixed for life—his father was a blacksmith; he becomes a blacksmith, etc. This is certainly not an American idea of education.

A new type of school must be brought into existence if we are going to solve this problem successfully. This particular group of children that we are dealing with exhibits the salient characteristics of adolescence to a more marked degree than do children who remain in school. Some educators have claimed that the majority of this group are more or less abnormal. Such a statement is false and is likely to be made only by some one who does not understand the problem. It is, of course, inevitable that the group should contain more of the cities' juvenile population of morons, truants, and delinquents who turn their backs on the established educational system at the earliest moment that the law permits. As a matter of fact, the great majority of these children are well behaved and well intentioned and when under the influence of a teacher who understands them they readily respond to sympathetic kindness. They do not, however, respond to a purely bookish type of instruction. They want to know the reason of things they are required to do. Their book work must be correlated with shop work. The conventional type of arithmetic, for instance, does not appeal to them. It must be of a related or technical character. They belong to the group of children who are not able to concentrate on abstract work.

Special emphasis is placed on hygiene, civics, etc., and much time is devoted to vocational guidance. These pupils need assistance in planning their life's work and above all they need the

directing influence of a well-trained, sympathetic teacher who thoroughly understands this particular problem.

Many of these boys and girls need help to enable them to enter their chosen field of work. The teacher tries to advise them and encourage them in further preparation than that offered by the Continuation School. Their day in Continuation School will, in some cases, be followed by evening school work along special lines.

Each year it becomes more obvious that our public schools must assume larger burdens and must take upon themselves greater responsibilities. This new institution must be a comprehensive one, functioning in such a way that it will give the young workers of our community an opportunity to become intelligent, right-minded citizens, capable and willing to co-operate with others, able to earn a living, and eager to advance in their chosen field of work. The whole problem of our Continuation School is one of individual adjustment requiring an entirely new educational viewpoint and is just another step toward American democracy.

THE ATTENDANCE DEPARTMENT

It is a waste of money to establish a school and then let the children remain absent. It is a wrong to the child to let the negligence or the avariciousness or the weakness of the parents deprive the child of his right to an education.

For these reasons, the State has passed laws compelling parents, under penalty of punishment for a misdemeanor, to keep their children in school until the age of 14, and until the age of 16 if they are not at work. But laws do not enforce themselves, so the State also requires the appointment of attendance officers to follow up all cases of absence, to bring delinquent parents before the court and in every way possible to aid the teachers to secure regular attendance of all children of school age.

At regular intervals the officer takes a census of all children in the city to make sure that none escape the law. She also inspects the various shops and places of employment to see that none are illegally employed.

No child under the age of 16 can work without a certificate from the school authorities. The attendance officer investigates all cases and follows up the children that possess certificates, securing their return when they cease work.

The above work covers the ordinary conception of the attendance officer; but in Plainfield we read much more than this into it. Our officer does the work of a "friendly visitor" and a "visiting teacher" as well as that of hunting up absentees. When a child is absent from school, there is a cause for it. Simply returning the child to school without curing the cause is on a par with a doctor who simply gives something to deaden pain without seeking

for the seat of the trouble.

Sometimes the cause for absence is that the child is in a grade too high or too low or his course is not the one best fitted to him. In such a case the attendance officer has to get at the heart of the child and find out the real situation; then secure the necessary adjustment in school. Many a child who wanted to go to work has kept on in school some years longer through such work by the attendance officer.

Most absence is due, however, to home conditions. Here the officer performs a great variety of services; finding work for the parent; obtaining medical treatment; securing financial aid; bringing negligent parents before the court; re-establishing the family pride; securing better housekeeping; obtaining clothing for the children and a hundred and one other things that tend to regenerate the home life and bring it onto a plane that will improve the child's educational outlook.

It also involves the commitment of children to the State School at Jamesburg or the school for feeble minded or admission to other institutions in special cases.

Anything that will improve the child's environment and increase his chances for education we conceive to be within the field of the attendance officer, and her value to the children and the school system can hardly be overestimated.

THE TEACHING FORCE

If a nation is to be judged by the people it produces, then the teacher is a most important person; for the kind of people that a nation produces depends on the kind of schools to which it sends its children, and the teacher makes the school.

As it is a loss to any business enterprise to have constant changes in its employees, so it is a great loss to the children in a school system to have frequent changes in the personnel of the teaching force.

A teacher who has been long in a system has had the benefit of the advice and training of the principals and supervisors; understands the aims and methods of the system; has formed acquaintance with the parents and won the support of the homes and has become a vital part of the system. When such a teacher leaves, he takes something with him that has been built up by years of effort and training which cannot for a considerable time be replaced by a new teacher. The loss of a good teacher is, therefore, a distinct misfortune, and any system in which there are numerous changes cannot reach the highest standard in the opportunities that it offers its children.

We have been fortunate in securing an exceptional corps of teachers in Plainfield, and it is extremely desirable that our salary level should be kept abreast with that of other progressive cities

that changes may be avoided as far as possible. Since most of our teachers are women, there is one cause for changes that cannot be avoided—marriage. We have lost 18 teachers in that way in the last two years.

There is also the constant necessity of adding new teachers to meet the growth of the schools. For this purpose we have added 17 teachers in two years; also 3 more to meet the requirements of the new Continuation School. It is fortunate that we have had comparatively few changes aside from these unavoidable causes.

CHANGE IN SCHOOL AIMS

One who visits the High School on Ninth Street and compares that building with the old High School building on Fifth Street, notes with interest and perhaps surprise the great change from thirty years ago to the present day. If he were to enter the classes and note the work done and the scope of High School education today as compared with that of thirty years ago, he would be still more surprised. The comparison of the 150 pupils of 30 years ago with the 800 of today emphasizes still more the growth over thirty years ago.

But this is simply one of the indications of the rapid growth and the constantly extending scope of education. It is only about sixty years ago that free schools were established in New Jersey. Before that, children whose parents were rich enough to pay the tuition got some education. Those who had no wealth got but little. Now, every child in the State is assured an education through the High School absolutely free of expense if he wishes to take it.

It is only fifty years ago that Plainfield High School graduated its first class, and the high schools in the State could then have been counted on the fingers of one hand. Today, every child in the State is assured of a high school education if he wishes it. If there is no school in his town, the board of education is compelled to pay his tuition in the nearest high school and to furnish transportation. During the last 28 years each day has seen a new high school built somewhere in the United States.

But these surface indications of the growth of the schools are really no greater than the change in the aims and administration. Thirty years ago the teacher was the most prominent feature in the school. He ruled over a little kingdom of which he was the absolute dictator. He controlled every feature of the school and dictated all its activities, leaving the pupils no part except absolute obedience. Today the children are the supreme features of the school. The teacher remains in the background as far as possible. Every effort is made to advance the child, to give him opportunity for initiative, to interest him in the direction of various features

of the school work. In the school of a generation ago, there were two camps opposed to each other—the teacher on the one side and the children on the other. They were natural enemies. Today there is but one camp which holds both pupils and teacher, all working together as comrades for one mutual end. There is freedom for the child, kindly relation and real friendship between pupil and teacher. The teacher acts as guide, helper, an older friend, stimulating the work; suggesting and directing as necessary, keeping a reserve force to see that the work progresses orderly and effectively, but throwing as much of the responsibility as possible on the children.

The aim of the old school was the acquisition of knowledge. The aim of the new school is the development of character, of power. The old school was excellent for developing followers—men and women who would accept the will of leaders and would follow implicitly. The new school aims to train leaders, to create independence. The old type of school that aimed to impart knowledge gave but little attention to health, and character development was incidental. The new school does not neglect the acquisition of knowledge, but the child of today does actually know more and is able to do better work than his parents could at his age. But the school of today in working out this acquisition of knowledge endeavors to do it in such a way as to develop in the child power of accomplishment, a strong character. It pays great attention to the health of the child; strives to order the school administration in such a way as to develop self-control. It throws the child onto his own resources and strives to develop self-direction. It gives much room for the practice of initiative. Above all, it strives to develop in the child high ideals of personal action. It teaches him his relations with other people and develops the principles of true citizenship.

The change is, perhaps, best expressed by the modern definition of education—as “preparation to meet the problems of life and solve them successfully.” Under this definition, the aim of the school cannot be simply to impart knowledge to the child. While knowledge is not neglected, the really important thing in the school is to surround the child with such conditions as to bring him in contact with the ideas and experiences that he will meet outside of school and to give him opportunities to make choices, to direct his actions and order his own conduct in a way that will give him practice in the things that he will have to do when he attains manhood.

Any one who visits the schools of today discovers many things that are strange to him—much freedom and independence that would have been astonishing in the older days, but he will also

see that under the influence of these conditions the child is developing self-control, power of self-direction, confidence and ability to meet situations as they arise, the development of regard for the rights of others; and a sense of responsibility for the welfare of the school and for its reputation and standing among people. All of these qualities are essential to true citizenship in the adult man and woman, and the work of the modern school is to build the foundation for them.

Respectfully submitted,

HENRY M. MAXSON,
Superintendent of Schools.

PHYSICAL EDUCATION REPORT

*Dr. H. M. Maxson,
Superintendent of Schools,
Plainfield, New Jersey.*

DEAR SIR:—In previous reports the plan of procedure of the Physical Training Law of New Jersey, as developed in our Plainfield Schools, has been described and results noted in its development.

The physical examination still retains its prominence in the Physical Education Department and a continued lessening of physical defects is noticeable. A table of averages is now being prepared from the data secured in the Plainfield High School from the Physical Training cards. This table will give average height for a given age, with average weight, lung capacity, girth of chest (normal and expanded), and strength of right and left forearm for the given age and height. The table will be issued in pamphlet form, representing, in a measure at least, the average physical condition. Anyone interested may procure this pamphlet and, by procuring those of other schools who work on similar lines, comparisons may be made which will give detailed information of interest concerning our school progress in Physical Education. The following note left at the office desk, unsolicited, is typical of the attitude of our students toward this department of the work, and therefore may be of interest.

“Dear Miss Jackson: Before coming to Plainfield High School, I attended school in another State. In this school they had no Physical Training at all. At the age of thirteen I began to grow very fast, so fast that there was a tendency toward being round-shouldered. As I grew this became so marked that my parents feared for my good health. Then we moved to Plainfield and I came to this school. As soon as I had started with gymnastic work there was a noted change. Now I am just as straight as any girl and my general appearance is very much improved. I like my gymnasium period best of any other during the day and I get a good deal of fun from it, too! In addition I have learned to swim, and I am now very grateful to Plainfield High School for all that it has done for me.”

A portion of the assigned time (a half hour each day) is devoted to games adapted to each grade until in High School opportunity is given for an extended athletic program. The play spirit as cultivated in the grades has resulted in giving added impetus to our girls and boys for love of sports and of out-of-doors, and it has seemed profitable during the past year to encourage this spirit, which gives them opportunity for development along normal

and healthful lines of pleasure for mind and body. Therefore, in our Plainfield grammar grades *out of school* athletic activities were added for grades six, seven, and eight. As long as weather conditions permitted, the school yards were used for this purpose and later the gymnasium of the Washington School was used on alternate days for boys and girls of the Irving, Jefferson, and Washington Schools; and the Evergreen School gymnasium for the boys and girls of the Whittier, Plainfield Grammar, and Evergreen Schools. From time to time, "meets" were held, bringing together the scattered communities. The eighth grade boys greatly enjoyed a series of inter-class basketball games and the eighth grade girls played a series of competitive games with the seventh grade girls; another series was held between the grades of the extreme east and west end schools. The attendance averaged thirty students in each individual group and about two hundred students participated in these games during the school year. The teachers of the Grammar grades reported that the leadership developed in athletics was later noted in many instances in the classroom; the student, discovering his ability to lead in sports, was inspired to greater effort toward leadership in his studies and from his experience gained confidence in his own possibilities with commendable results. Principals were pleased with the association of school with school as a promoter of good fellowship and a broader acquaintanceship individually.

Our athletic activities culminated in Union County Field Day, held on Friday, May 20th, at beautiful Weequahic Park, in Essex County, as Union County has no place so well adapted for such a gathering. Plainfield High School students participated in the athletic events and two hundred and fifty Plainfield Grammar School students participated in a formal gymnastic drill, in which one thousand students of other schools took part. This mass drill was led by seven Plainfield eighth grade boys who are student leaders in our Grammar School Physical Education Department.

Our own Student Leadership Contests have been held periodically as usual and in February were visited by the State Department and by the Union County Physical Education Association.

The benefit of mass gatherings and the results of afternoons of good sport under wholesome supervision and right environment, away from street influences, are invaluable, but the difficulties under which these are conducted in Plainfield are many, owing to the lack of an athletic field which would give the needed accommodation for greater numbers and space for the variety of games desirable to contribute toward enthusiastic continuance of this program and toward supplying the demands of additional groups as we broaden our activities.

The extent of opportunity and stimulus is now greatly dependent on this condition and we feel that in the possession of such a field an ample return of expenditure is assured in results which would be woven deep into the minds and bodies of our girls and boys, contributing toward their value as useful future citizens of Plainfield.

Respectfully submitted,

ADDIE PARKER JACKSON,
Supervisor of Physical Education.



WORK OF MANITAI ARTS LTD.

REPORT OF SUPERVISOR OF MANUAL AND FINE ARTS

*Dr. H. M. Maxson,
Superintendent of Schools,
Plainfield, N. J.*

DEAR SIR: Following is my report of the Manual and Fine Arts work for the year 1920-21:

The reorganization of some of the work in our Manual Arts Department, as the result of my observations while acting as State Supervisor of Manual Training, has led to increased interest on the part of the pupils and a very much larger enrollment, which will necessitate the making of plans in the near future for the expansion of certain branches of our work.

In my report last year the various benefits to be obtained from a well-organized Manual Arts Department were enumerated, and I would again like to point out the necessity of keeping our work up to date, by the purchasing each year of new equipment, so that eventually we may have fully equipped shops, which will give our graduates an opportunity to compete with those who are fortunate enough to have had the training that is now to be obtained in many of our large technical high schools, where special emphasis is placed on Manual Arts. The additions that we have already made to our various departments in the past few years have been the means of greatly improving our work. This was evident by the exhibit held in June, which received much favorable comment.

FIRST, SECOND, THIRD AND FOURTH GRADE HANDWORK

The valuable assistance given by Miss Bennett, together with the efforts of the teachers, has resulted in considerable improvement in the handwork in these first four grades. We have been somewhat handicapped by lack of room and equipment. This difficulty might, however, be overcome by having one room in each school fully equipped for the particular type of Manual Arts work common to these grades. The room in the new addition to the Emerson School that we are planning to use for this purpose will simplify matters and result in much more efficient work being accomplished.

ELEMENTARY SEWING

Some exceptionally fine work was done in sewing last year. The work is of a very practical nature, and it is pleasing to note that the parents are now taking considerable interest in the development of this subject.

The pupils of the fifth grades receive instruction in sewing throughout the year. In the sixth, seventh and eighth grades one

term is devoted to this work, and one to cooking. This plan seems to be generally satisfactory.

ELEMENTARY COOKING

Every effort is being made to place this activity on a practical basis. The high cost of supplies has been somewhat of a handicap in doing so, but by practicing strict economy much has been accomplished. Some of the children naturally take to this subject better than others. All have, however, benefited by it.

ELEMENTARY MANUAL TRAINING

The character of this work was materially changed during the year, much more time being devoted to electrical and cement work, etc. We are gradually breaking away from the formal woodwork type of Manual Training, and placing more emphasis on diversified activities. By so doing, a high degree of interest has been maintained throughout the year. Moreover, the work has become educationally much more worth while.

HIGH SCHOOL MANUAL ARTS

Here, as in the elementary grades, diversified activities have taken the place of formal woodwork courses. So much interest has been displayed during the year in this newer type of work that we have not been able to accommodate all those who wish to join the various classes. The pupils are obtaining a much wider variety of experiences along pre-vocational lines than heretofore, and the work is now organized in such a way that those wishing to do so may at the end of their first year in high school specialize along any one line.

MACHINE SHOP WORK

This department continues to be popular, although our equipment is limited. The addition of the shaper to be installed next year will do much to facilitate the work. If we are able to add one or more machines each year, we would in the course of a few years have a complete plant that would enable us to do regular machine shop work. In the meantime various processes can be taught to small groups of pupils with our present equipment.

MECHANICAL DRAWING

The old type of High School mechanical drawing has been replaced by a much more practical form of work, which has resulted in the demand for mechanical drawing being so great that many pupils who wish to take this subject are not able to do so. We are badly in need of a larger and more suitable room for this impor-



tant work, where provision could be made for blue-printing, etc. The emphasis that is now placed on mechanical drawing and the ever increasing demand for it would justify this expansion.

PRINTING

Last year's report drew attention to the fact that printing is being universally adopted as a Manual Arts activity. Some time in the near future a printing equipment ought to be installed in our High School. This would provide another subject, thus relieving the congestion in the woodworking shop and drawing room.

ARTS AND CRAFTS WORK

The value and importance of handcrafts has during the past few years taken on a new impetus, with the result that more of this type of work is now being taught in our public schools. Opportunity is given for pupils to do jewelry, leather, metal, clay work, etc. All of this work has both pre-vocational and avocational value. Many beautiful things were made by the more advanced pupils during the year. We are tying these subjects up more closely with the Art Department, which will eventually result in more emphasis being placed on applied design.

ELECTRICAL WORK

The introduction of this work has been the means of relieving the pressure on the woodworking shop caused by the opening of the Continuation School. This is an activity that has not received sufficient attention in our Manual Arts work. Its relative importance compared with woodwork justifies more time being devoted to it. Pupils in both the general and scientific courses have been quick to take advantage of the opportunity to make a practical study of this subject. The work has been made very interesting and is largely of an experimental nature. Many more pupils wished to be enrolled for the course than could be accommodated.

HIGH SCHOOL SEWING

Work of a very practical nature is now being accomplished in sewing. Some exceptionally fine work was done during the past year. Dresses made by the pupils and shown at our exhibit, and afterwards exhibited in a local department store, received much favorable comment. The practical value of this type of work should appeal to an even larger percentage of pupils during the coming year.

HIGH SCHOOL COOKING

Here, as in the Sewing Department, enrollment increases each



CONTINUATION SCHOOL PUPILS AT WORK



year. More pupils should, however, avail themselves of the opportunity offered in this important branch of household science. Every effort has been made to place the work on a practical basis. Household management, dietetics, invalid cooking, child feeding, etc., all receive special attention throughout the year.

OPPORTUNITY CLASSES

The industrial work in these classes continues to make good progress. The room that is now used for a shop is not very satisfactory on account of its size. Some time in the near future if a larger shop could be provided, it would greatly facilitate the work. During the past year some of the pupils acquired a considerable degree of skill in brush making. Others accomplished some good work in chair caning and general woodwork.

The girls continue to make excellent progress in cooking and sewing.

PRACTICE COTTAGE

This year the Practice Cottage has been used exclusively by the Continuation School pupils. A report of the work done there is given under the head of Continuation School.

EVENING SCHOOL

For the first time in several years evening school classes were organized in Mechanical Drawing, Shop Work, and Typewriting, all of which proved to be very popular. These classes gave the Continuation School pupils an opportunity to augment their day school training by two evenings of instruction, thus making their work very much more effective. There will probably be an increasing demand for evening school work of the type given last year. Neither the typewriting nor drawing classes could accommodate all those who desired to take up these subjects.

CONTINUATION SCHOOL

Perhaps one of the most interesting features to report in connection with our Continuation School is the fact that employers, parents, and pupils have all been quick to recognize the value and significance of this scheme for part time education, even though the school has only been running one year. It has been particularly gratifying to see how employers have co-operated whenever opportunity occurred. They have not only been willing to allow their employees to attend school one day a week, but have also encouraged them to augment this instruction by attending evening school. As an example of this co-operation, one engineering firm presented a box of drawing instruments to every Continuation School boy in their plant who made one hundred per cent. attendance in the

night school.

Much of the success of the year's work is no doubt due to the general plan of organization. It was felt from the beginning that the Continuation School Law was a constructive piece of legislation and as such should command our best efforts. In cognizance of this fact everything possible has been done to make the work worth while. A time schedule was arranged whereby the boys could obtain the full advantages of working in our High School shops, where much work of a pre-vocational character has been accomplished, embracing such activities as carpentry, cabinet work, electrical work, cement work, pattern making, forging, mechanical drawing, etc. In connection with this pre-vocational work the parents and employers of the boys have been interviewed, and much follow-up work has been done in connection with employment supervision, etc.

Such subjects as health, thrift, community civics, right attitudes, etc., have been stressed throughout the year, resulting in a marked improvement in the pupils.

Our Practice Cottage, used heretofore by the High School pupils, was given over to the exclusive use of the Continuation School. Here domestic science and art work has been accomplished under actual home conditions. Each day the pupils prepare their lunches, and frequently prepare and serve meals to members of the faculty and visitors. Much time is devoted to general household management and the installing of ideals and correct attitudes in connection with home-making. The girls have been quick to recognize the value of this practical training, and in a number of cases have expressed a desire to continue in school after reaching the age of sixteen.

Another interesting feature in connection with the work has been our information table and bulletin board. The table contains newspapers, current magazines, books on vocational guidance, numerous pamphlets describing various types of industry, together with other matter of general interest to working boys and girls. This table has proven to be very popular, and has been of considerable help in connection with the academic work. Much use is also made of a special bulletin board, on which posters, various cuts, etc., are displayed and frequently changed. For instance, we had one week known as "Thrift Week," when the bulletin board contained posters, pamphlets, etc., that were helpful in drawing attention to the value of thrift. The names of local banks, together with information concerning the opening up of savings accounts, were brought to their attention. This stressing of thrift resulted in many of the Continuation School pupils starting savings accounts. Another week was termed "Better English Week," when

the bulletin board was changed accordingly, and among other things the pupils were taken to the public library, where the method of obtaining books and looking up references was explained to them. During this week every pupil in the Continuation School became a member of the public library. Again the board would be changed for "Community Civics Week," when information concerning local government, police department, fire department, etc., was displayed. During this particular week one class visited the office of the Mayor, who met them personally, took them over the new City Hall and explained the duties of a mayor, city council, etc. That this personal contact vitalized the work in Community Civics was very evident by the papers written by the pupils after their visit.

One of the best proofs that the teachers have won the confidence of their pupils is shown by the fact that these young people frequently visit them after they reach the age of sixteen. In a number of cases the girls have called on the teachers and spent the evening sewing, chatting, etc., and taking them into their confidences concerning personal matters, which oftentimes gave the teacher an opportunity to be of valuable assistance. The Continuation School has opened up many such avenues for this type of social service work.

I would like to take this opportunity to commend our teachers for the way in which they have caught the spirit of the Continuation School problem. Due to their efforts and co-operation, our first year's work has been decidedly successful. The continuance of this co-operation will make it possible to build up a new type of education that has so long been needed by these young people who leave school to go to work, which will have a far-reaching influence on their lives, the significance of which cannot be overestimated. Moreover, employers will benefit by having better trained and more efficient workers.

GENERAL

The year's work was brought to a successful close by a somewhat unusual exhibit which gave a clear indication of the newer movements in this particular branch of education. The following activities were represented: Carpentry, Cabinet Making, Pattern Making, Forging, Woodworking, Moulding, Machine Shop Work, Electrical Work, Art Metal Work, Basketry, Pottery, Jewelry, Modeling, Leather Work, Mechanical and Architectural Drawing, Cooking and Sewing.

The combining of the Art Department with that of the Manual Arts has proved to be very successful, and has led to a much better co-ordination of the work. Miss Bennett, our art supervisor, has

given much time and thought in helping with the work of the lower grades, and has also given valuable assistance in the applied arts work in connection with the arts and crafts department. The high standard of excellence of the work of the Art Department was much appreciated by all those who saw the exhibit.

It gives me very great pleasure to be able to report that all members of the department have been untiring throughout the year in their efforts to make the work of their respective departments a success. This has led to our having more than the usual number of visitors, all of whom have commended the work very highly.

Respectfully submitted,

A. F. HOPPER,
Director of Manual and Fine Arts.



DRESSMAKING IN FIFTH GRADE

REPORT OF ATTENDANCE SUPERVISOR

School Year 1920-1921

Number cases reported by schools to be investigated:

Bryant	216
Lincoln	165
Franklin	85
Evergreen	139
Whittier	114
Plainfield Grammar	133
Emerson	179
Continuation	119
High School	43
Washington	168
Open Air	18
Irving	106
Jefferson	98
Stillman	294
St. Mary's	42
Not reported by schools	148
Total (206 more than 1920)	2,067
Representing 1,705 individual cases (109 more than in 1920).	

Chief causes of absence:

Illness in home	81
Illness of pupil	278
Truants	132
Toothache	9
Clothing	41
Pediculosis	7
Tardy	50
Working	96
Delinquent parent	109
Vaccination	15
Out of town with parent	16
Bad behavior	86
Left city	118
Moving	26
Attending funerals	5
Miscellaneous	876

Disposition of cases:

Transfers to special classes	26
Transfers to out-of-town schools	346
Returned to school before calling (44 less than 1920)	788
Reported to school nurse	26
Reported to Charity Organization	16
Reported to Board of Health	1
Reported to Day Nursery	1
Reported to Nursing Bureau	2

Reported to Police	3
Number of court cases (38 more than 1920).....	101
Number of age and schooling certificates given.....	79
Number of age and work certificates given.....	46
Number of legal notices sent to parents.....	69
Number of legal medical notices sent to parents.....	1
Number of pupils on observation.....	26
Cases investigated for Emigration Bureau.....	13
Pupils placed in institutions, homes, private homes.....	10
Notices to employers to discontinue employing pupils.....	2
Dismissed, incorrigible	1
Placed in school, not attending any school.....	17
Taken to school by police officer.....	6
Taken to school by attendance officer.....	10
Office interviews	1,064
Visits made in stores, homes and factories.....	1,553
Letters written (510 less than 1920).....	569
Telephone messages to schools, etc. (96 more than in 1920).....	1,777

DOROTHY S. PUTNAM, *Attendance Supervisor.*

REPORT OF DEPARTMENT OF SCHOOL HYGIENE PHYSICALLY DEFECTIVE

Defective Vision:

Number of cases found.....	114
Secured eyeglasses	41
Promised to consult optician.....	29
Disapproved of treatment.....	14
Left school	4
Not wearing glasses at time of examination.....	9
Consulted optician—vision reported improved.....	17

Enlarged Tonsils and Adenoids:

Number of cases found.....	1,054
Operations	106
Treated	163
Promised to consult physician.....	409
Disapproved of treatment.....	241
Left school	28
Consulted physician; reported improved.....	107

Defective Hearing:

Number of cases found.....	27
Treated	21
Improved	4
Left school	2

Eyelids, B. M.:

Number of cases found.....	5
Treated	3
Improved	2

Cases of Exclusion:

Pediculosis capita	56
Conjunctivitis	5
Skin diseases	35
Colds	12
Suspicious throats	34
Suspected measles	1
Suspected chicken pox	8
Suspected mumps	7
Suspected whooping cough.....	1

REFERRED TO CLINICS AT MUHLENBERG HOSPITAL

Dental clinic	203
Eye	11
Nose and throat.....	79
Skin	17
Orthopedic	6
General	40

SEPTEMBER 7, 1920, TO JUNE 24, 1921

Number of inspections of school children.....	14,521
Treatments in schools and homes.....	94
Visits to homes.....	1,106
Visits to clinics.....	44

NUMBER OF CASES OF CONTAGIOUS DISEASE

Scarlet fever	75
Diphtheria	20
Measles	24
Mumps	89
Chicken pox	82
Whooping cough	5
Physical examinations made.....	5,111
Not vaccinated	302
Enlarged glands	108
Thyroid glands	84
Infantile paralysis	15
Club foot	3
Scoliosis	3
Anaemia	9
Examined for athletics.....	216
Number of examinations at request of teachers for suspected diseases.....	1,099
Visits to schools.....	732
Examinations for working papers.....	236
Sanitary inspections	592
Excluded by reason of contagious disease.....	391
Excluded by reason of chronic disease.....	10

EDWARD S. KRANS, M. D., *Medical Inspector.*HELEN R. BOICE, *School Nurse.*

REPORT OF DENTAL INSPECTOR

		Totals															
		Stillman								Jefferson							
		Irving				Emerson				Lincoln				Washington			
No. Pupils Examined																	
1. Has Visited Dentist Previously		677	127	360	196	485	474	349	262	477	449	365	86	4307			
2. Condition of Mouth:		650	113	68	134	370	102	150	66	226	142	88	40	2149			
Good		525	49	161	120	360	256	178	129	240	214	166	48	2446			
Fair		94	50	107	39	86	131	93	74	135	127	100	20	1056			
Poor		58	28	92	37	39	87	78	59	102	108	99	18	805			
3. Need cleaning		107	71	37	33	35	79	21	53	131	66	73	28	734			
4. Use toothbrush daily		605	117	258	145	431	348	323	189	409	354	230	70	3479			
5. Use toothbrush occasionally		529	42	145	100	359	171	208	76	201	217	123	25	2196			
6. Use toothbrush occasionally		76	75	113	45	72	177	115	113	208	137	107	45	1283			
7. Cavities perm. teeth		1453	503	600	44	368	757	536	329	850	704	582	227	6353			
8. Cavities temp. teeth		32	21	886	23	582	800	708	643	985	1137	1002	28	6847			
9. Filings perm. teeth		4469	1044	156	489	624	301	132	29	34	376	222	78	3285			
10. Filings temp. teeth		11	11	101	11	455	115	85	19	104	202	119	119	1233			
11. Abscesses		94	50	152	33	74	152	70	76	15	168	150	31	1201			
12. Extraction perm. teeth		119	54	58	26	58	46	44	31	82	51	50	34	634			
13. Extraction temp. teeth		23	19	212	33	137	185	234	161	298	292	256	15	1865			
14. Exposed Pulp		80	40	33	18	33	53	36	24	76	62	55	7	517			
15. Mal-occlusion		41	19	5	7	30	10	8	66	19	22	17	244				
16. Not in need of immediate cleaning		301	104	80	66	247	163	242	180	229	102	87	29	1830			

GUY H. HILLMAN, D.D.S.,

Dental Inspector.

HIGH SCHOOL GRADUATION

ORDER OF EXERCISES

(a) Danse Orientale *Lubomirsky*
 (b) Serenade—Espagnole *Bizet*

Orchestra

Invocation Rev. E. V. Stevenson
 Salutatory Address and Essay Paul Booth Leonhauser
 Address Robert McNutt McElroy, Ph. D.
 Princeton University
 Selection "Sally" *Kern*

Orchestra

Presentation of Awards Mr. F. J. Hubbard
 For Mathematics—The Dr. C. H. Stillman Prize, Offered by
 Mr. William M. Stillman.
 For English Composition—The G. H. Babcock Prize, Offered
 by Mr. George L. Babcock.
 For English Composition, Offered by the *Courier-News*.
 For English Composition, Offered by the W. C. T. U.
 For English Composition—The Craig A. Marsh Prize, Offered
 by Mrs. O. T. Waring.
 For Latin, Offered by Mr. Alexander Gilbert.
 For Commercial Studies, Offered by Mr. E. R. Ackerman.
 For Physics, Offered by Mr. J. I. Lyle.
 For Chemistry, Offered by Mr. L. M. Booth.
 "Souvenir" *Drdla*

Orchestra

Valedictory Essay and Address Mary Nancy Paluso
 Presentation of Diplomas Mr. Archibald Cox
 President of the Board of Education

All America *Zamecrik*

Orchestra

HIGH SCHOOL GRADUATES, 1921

MARY NANCY PALUSO, Valedictorian

PAUL BOOTH LEONHAUSER, Salutatorian

CLASSICAL COURSE

William J. Besler	Adella M. Liebenow
Gladys Eleanor Bye	Elizabeth K. Nathan
Margaret Matilda Dunavan	Catherine Angele Schaefer
William Howard Fischer	Florence Mabel Steenman
Julia Brower Hall	M. Eleanor Treacy
Clinton Rudrauff Harrower	Patricia K. Walsh
*Paul Booth Leonhauser	

COMMERCIAL COURSE

Herbert Stephen Ayers	Russell Fowler Pound
Helen Mae Bachert	Jerome M. Preger
Frances Fay Berger	Clara Rebekah Rees
Robert Earl Fuller	Sylvia Breger Rees
Elizabeth Clare Horan	*Gertrude Estelle Rittenhouse
*Helen Mae Hummer	*Charlotte Lee Sachar
*Harvey Royden Jones	*Ruth Schwartz
*Hazel Lillian Leach	William Tooker Sperry
*Evelyn Grace Moor	Ralph Srager
*Helen Clara Moore	Jessie Lee Stillwell
Mabel Muller	Susan Pearl Tilley
*Clara Nathanson	Ruth Tolles Vail
Sarah Gertrude Newmiller	Dorothy Bird Van Winkle
*Elizabeth O'Sullivan	Violet Velinsky
*Olga E. Phillipson	Elsa Carolyn Wickstrom

GENERAL COURSE

E. Gladys Barrett	Sarah Blakeslee Johnson
*Emma Lois Beekman	*Sarah Kapelsohn
*Libbey Elizabeth Bernstein	Helen Louise Lake
Viola Joanne Bey	Florence Edith Luerssen
John Irving Daniel	Margaret Luf
Dorothy Elizabeth Deakin	*Donald Passman McKay
Margaret Dean	John Rolfe Meggy
Elsie Edna Decker	Ruth Louise Morehouse
*Margaret Howat Demler	*Mary Nancy Paluso
*Mildred Dewey	Sarah Jane Scott
Leonora Jeanette Fleshutz	Marjorie Searing
Jessie Quarrier Fullerton	C. Alan Trowbridge
Katharine Goodwin	Marjorie Paul Tuzo
Howard Victor Hall	Robert Simon Vail
Osborne Halsted, Jr.	Constance Voorhies
Helen Maude Haseltine	Margaret Bourke White

SCIENTIFIC COURSE

Andrew Robertson Adelmann	George P Murray
Patrick Bartolomucci	F. DeWitt Pitkin, Jr.
Walter Eshell Bronston	William Purcell
Paul Raymond Brousse	Charles Clifford Randolph, Jr.
Russell W. Burdick	Herbert Henderson Seaman, Jr.
Leonard Julius Cobb	Robert MacMaster Shepherd
*Charles Simeon Dayton	Clifton Otto Siegelin
Gilbert Boughton Fletcher, Jr.	Martin Edgar Snyder
Charles Henry Greene	*Basile P. Soupos
Roy Donaldson Guernsey	*Robert Thurston Spicer
Ralph Theodore Haller	Bertram Dalley Tallamy
N. Arthur Helmer, Jr.	Paul Benjamin Tuzo, Jr.
Russell R. Hunt	Bayard V. C. Van Rensselaer
Lewis Everett Kimball	Edmund Harris Waldorf
Theron O. Lawler	Ramon F. Wikoff
*William David Mogey	*Myron Zucker

* Honor Students for Senior Year.

PRIZE LIST, 1921

MATHEMATICS

The Dr. C. H. Stillman Prize, given by Mr. William M. Stillman. First Prize, fifteen dollars in gold, Ronald Hamley. Second Prize, ten dollars in gold, Herbert Hooker.

ENGLISH COMPOSITION

1. The George H. Babcock Prize, given by Mr. George L. Babcock, to the pupils of the three upper classes writing the best composition. First Prize, fifteen dollars in books, chosen by receiver of the prize, Dorothy Bird. Second Prize, ten dollars in books, chosen by receiver of the prize, Charles Dayton. Honorable Mention, Jessie Fullerton, Margaret Evans, and Margaret Rolande.

2. The Craig A. Marsh Prize, given by Mrs. O. T. Waring, to the pupils of the Freshman Class writing the best compositions. First Prize, ten dollars in gold, John Baglin. Second Prize, five dollars in gold, R. Adams. Honorable Mention, Florence George.

3. The W. C. T. U. Prize, for the best essay on a given topic. Prize, five dollars in gold, Alleyne MacNab. Honorable Mention, Sylvia Rees.

4. The Courier-News Prize, for the best essay on a topic relating to municipal affairs, written by a member of the Senior Class. Prize, ten dollars in gold, Howard Fischer. Honorable Mention, John Daniel, Margaret White.

TRANSLATION PRIZES

Given by Mr. Alexander Gilbert. For the best translation of assigned passages, a first prize of three dollars, and a second prize of two dollars, expended in books, chosen by the receiver of the prize. 1. Virgil: First Prize, Paul Leonhauser; Second Prize, Gladys Bye; Honorable Mention, Adella Liebenow. 2. Cicero: First Prize, Clarence Mowen; Second Prize, Milton Runyon; Honorable Mention, Philip Byck. 3. Caesar: First Prize, Alleyne MacNab; Second Prize, Ronald Hamley; Honorable Mention, Gertrude Ayer.

COMMERCIAL PRIZES

Given by Mr. Ernest R. Ackerman. A first prize of three dollars and a second prize of two dollars, expended in the purchase of books chosen by the receiver of the prize. 1. Amanuensis: First Prize, Clara Nathanson; Second Prize, Helen Hummer;

Honorable Mention, Clara Moore. 2. Stenography I.: First Prize, Leona Paluso; Second Prize, Cora Christiansen; Honorable Mention, Edna Pound. 3. Bookkeeping I.: First Prize, May Shannon; Second Prize, Marguerite Roseberry; Honorable Mention, Helen Anderson. 4. Typewriting I.: First Prize, Daisy Hile; Second Prize, Ruth Hoffman; Honorable Mention, Arthur Van Pelt.

PHYSICS PRIZE

Given by Mr. J. I. Lyle. Prize, ten dollars in gold, Leonard Cobb. Honorable Mention, Gilbert Fletcher, Basile Soupos.

CHEMISTRY PRIZE

Given by Mr. Levis M. Booth. Prize, ten dollars in gold, Clarence Mowen. Honorable Mention, Harvey Jones.

GRAMMAR SCHOOL GRADUATION

COMMENCEMENT PROGRAM, 1921

Invocation.....	Rev. James L. Skaggs
Song—Arise, America	<i>Potter</i> By Graduating Class
Original Essay—The Stranger Within Our Gates	John Reed Spicer
Original Essay—All for the Price of a Stamp	James Freeman Lawrence
Piano Solo—	
(a) Traumerei	<i>Schumann</i>
(b) The Fauns.....	<i>Chaminade</i> Marion Dayton
Original Essay—Training for Citizenship in the Schools	Margaret Frances Macintyre
Chorus—Woo Thou, Sweet Music (Salut d'amour).....	<i>Elgar</i> Selected Chorus
Original Essay—An Inspiration from Nature	Herbert Van Doren Young
Address.....	Rev. John J. Moment
Presentation of Awards—Mr. Archibald Cox,	
	President of Board of Education
For United States History (The J. B. Probasco Prize),	
offered by Mrs. J. B. Probasco.	
For English Composition, offered by W. C. T. U.	
Chorus—Old King Cole.....	<i>Forsyth</i> By Graduating Class
Presentation of Diplomas.....	Mr. Archibald Cox
Class Song—All for the Sake of Plainfield Grammar.....	<i>Tully</i>
Words by Mildred Hooper, Douglas Angleman	
By Graduating Class	
America—(All standing)	

GRAMMAR SCHOOL GRADUATES, 1921

Abbott, Alson M., Jr.
*Adams, Henry H.
Addis, Pauline
Adelberg, Charles
*Adelman, Mary
*Angelman, Douglas M.
*Apgar, Lillian
Armerding, Howard
Baker, Amanda
*Bakker, Frederik Jacob
Beekman, Ellen Adams
*Berkowitz, Goldie
Berger, Joseph M.
*Bishop, Anna
Booth, Robert Lippincott
Bonney, Theresa
Bostwick, Walton Hay
Boulter, Esther V.
*Bouton, Florence
Bowden, Hazel M.
Bremble, Alfred Frederick
Brick, Lena M.
Brigante, Anna
Brisbane, Beatrice C.
Brisbane, Mary C.
*Brown, Stanley LeRoi
Bruun, Walter
Bullman, Douglas
Bunnell, Ruth A.
Burke, Estelle Kathryn
Campbell, Charles S.
Campbell, Ruth A.
Canter, Alfred
Carter, William H.
Cartwright, Francis I.
Case, James H., Jr.
Caskey, Frederick
*Cislo, Edward W.
Cochran, Homer P.
Colucci, James
Cooke, Evelyn
Clemons, Charles Snow, Jr.
Crookall, Walter
Daniels, Marguerite
*Dayton, Marion
Deakin, Oliver
DeNise, Helen M.
Doty, Frederick W.
Doyle, Emmett J.
Drake, Sylvia Florence
Dunn, Barbara Louise
Ellis, Robert H.
Fassler, Wilhelmina Catherine
Feil, Hilma
*Felton, Lawrence Edward
Ferguson, Quentin
Force, L. Bruce
Fountain, Grace
Fuller, Gordon
*Gilbert, Clinton
Gilbert, Leslie M.
Gishkin, Hyman
*Gorkin, Sophie
Greenwood, Edward J.
Gulick, Clarence J.
*Hansen, Harry
*Hansen, Henry A.
Harris, Norman Thomas
*Hawk, Laura Evelyn
*Hedges, Ben
*Hefti, Rudolph W.
Higgins, Glenna
Higham, Ethel
Hill, Chauncey
Hinchliffe, Jessie P.
Hinman, Irving
Hoeffler, Pauline Margaret
*Holmes, Grace K.
Holmgren, Florence I.
Hooper, Mildred G.
Hunt, Forrest
Hunt, John L.
*Hutchinson, Alice
Hylan, Marion Marie
Kane, George W.
Karl, John Edward
*Keenan, Eleanor Elizabeth
Kelso, Quenton Smith
*Kennedy, Muriel E.
Kennett, Howard S.
Kenney, Mary Louise
Kirkpatrick, Alexander
Kline, Harold
*Kriney, Francis W.
Krog, Louis C.
Kunzman, Max
*Lancaster, Olive Mildred
*Lawrence, James Freeman
Leask, Hilda A.
Lerman, Eva
Lessel, Allan R.
*Levine, Matilda
Lewis, Julian
Lindmark, Carl A.
Lough, Roland Frederick
Lurie, William

Macgillivray, Isabelle M.
 *MacIntyre, Margaret Frances
 Marangello, Percy Edward
 Markey, Arthur R.
 Marsh, Frances E.
 Matlen, Abe
 Maury, Laura Mae
 McEniry, David
 McNeeley, George C. A.
 *Meeker, Reynold
 Meistrich, Bertha
 Ming, Anthony J.
 Moebius, W. Harry
 Moeller, Fred
 Moore, William G.
 Morehouse, Irene B.
 *Morgan, Donald K.
 Morrison, Ida
 *Mosher, Miriam
 *Nadler, Fanny
 Nathanson, Herman
 *Nathanson, Nettie
 *Neidlinger, Wm. Jameson, Jr.
 Nellis, Edna M.
 Novegrad, Morris
 Nowack, Louise
 *Ogden, Elizabeth Morton
 Osborn, Frank H.
 Pagan, Arthur G.
 Parry, Harold N.
 Pearl, Harry B.
 Phelan, Mildred Estelle
 *Phillips, Richard D.
 *Porinossnick, Benjamin
 Prudhon, Rolland
 Purcell, Pierre J.
 Quinn, Henry
 Randolph, Albert LaRue
 Randolph, Evelyn Louise
 Reeves, James Alfred
 Reid, Ida Edith
 Richtmyer, Sylvester Day
 Rice, Mary Dorothy
 *Robinson, Ellen
 Rosenthal, Lillian
 Russell, Philip Norman
 Sacher, Helen

*Schley, Gerald
 Schley, Helen
 Schreier, Morris
 *Scott, Corwin Spencer
 Scribner, Winifred
 Sharman, Mildred J.
 *Snattle, Edwin F.
 *Siegfried, Elizabeth C.
 Smalley, Isabel Mae
 *Smith, Angelique J. W.
 Smith, Helen C. F.
 Smith, Ines
 *Spicer, John Reed
 *Sprawl, Helen Elizabeth
 Squire, Frank E.
 *Squires, Lewis
 Stewart, Charlotte
 Stoeckle, Ruth H.
 *Strohm, Lois
 Stroke, Nellie
 Stucke, Elsie
 *Suffern, Alice E.
 Swick, Ruth Eleanor
 Tallamy, Helen Elizabeth
 Tietz, Gus
 Tofel, Harris
 Townsend, Samuel
 Trainor, Catherine
 Treacy, Hugh Philip
 *Tull, Richard
 *Tyler, Eric Evan
 Vail, Marguerite
 *Van Alstyne, Helen
 *Van Court, Velma
 *Van Doren, Jesse Garvin
 Van Doren, Margaret
 Van Winkle, Nelson, Jr.
 Waite, Genevieve E.
 Wells, Henry Bartlett
 Wheaton, Ned
 Williams, H. Hunter
 Williams, Ralph
 *Willis, Ruth
 Woznak, Mary V.
 *Young, Herbert V. D.
 Zimmer, Clifford W.
 Zimmerman, Nathan

* Honor Students.

LIST OF TEACHERS, 1920-1921

With Year of Appointment

HENRY M. MAXSON, Superintendent, 1892

HIGH SCHOOL

Lindsey Best	1901	P. A. Jakob	1918
Henry R. Hubbard	1907	Ruth LeFevre	1920
S. Lena Bass	1890	Dora Lockwood	1919
Lester D. Beers	1912	Cornelia Lounsbury	1912
M. Elizabeth Benedict	1891	Paul Loser	1919
Helen M. Biddle	1914	Phoebe D. Lovell	1902
Helen M. Bond	1918	Roxana B. Love	1920
Dorothea E. Bull	1902	Winifred A. McDonough	1918
Helen L. Brown	1912	Anne K. Miller	1909
Rufus W. Clement	1920	Gertrude Moodey	1918
Ellen K. Cumming	1899	Ralph S. Patch	1913
A. Leila Daily	1917	Frances Smith	1919
Esther Egerton	1911	Marion Snyder	1917
Ruth Elliott	1914	Helen L. Schmidt	1918
George W. Garthwaite	1918	O. S. Stoddard	1919
Ariadne Gilbert	1896	Howard Van Deusen	1916
A. W. Hauck	1912	Helen D. Waller	1916

GRAMMAR SCHOOL

D. Ralph Starry, Prin.	1915	Caroline Thawley	1920
Anastasia Griffin	1913	Isabelle G. Ross	1907
Mary L. Searle	1904	Nellie Mantz	1920
Eleanor T. Wilber	1895	Sarah Mackey	1920
Margaret Applegate	1918		

WHITTIER SCHOOL

Agnes A. Cheever	1912	Dorothy M. Tate	1913
Rose M. Nash	1918	Olga B. Dittig	1920
Emma C. Grosch	1918	A. Louise Layton	1920
Harriet Humphrey	1908		

OPPORTUNITY CLASSES

Helga Johnson, Supv.	1909	Harriett A. Davis	1918
Sara D. Lemos	1914	Florence M. Hunt	1919
Sara E. Coyle	1913	Gladys Z. Cook	1920

EVERGREEN SCHOOL

Clara J. Churton	1896	Gertrude Slocum	1910
Carrie M. Davis	1912	Bessie C. Wright	1918
Mildred C. Beard	1907	Liliah Zug	1919
Edna M. Brokaw	1919	Florence Hall	1919
Helen Trenbath	1907	Lucy J. Bullard	1921
Blanche Pierson	1919	Elizabeth Angell	1899
Marion B. Forbes	1911	Mabel Loizeaux	1917
Frances Nischwitz	1912	Clara Van Fleet	1920

FRANKLIN SCHOOL

Fanny B. Cheyney	1918	Ethel Rogers	1921
Anastatia O'Neill	1913	Mary Clarke	1913
Caroline Borton	1914	Laura B. Meyer	1918
Anna Stillman	1906	Emeline Benard	1919
Frances Kinne	1910	Ella Fenner	1920
Edna Hardcastle	1919	Marion B. Douglas	1918
Nellie Perkins		1920	

WASHINGTON SCHOOL

F. W. Cook, Prin.	1915	Edythe Case	1919
M. Josephine Skillings	1910	Jean Gilfillan	1906
Lilla F. Bateman	1908	Mayme Breads	1905
Helen Osborne	1911	Elma Beaty	1918
Florence Holtz	1920	Ella V. Miller	1918
Anita Hall	1918	Dorothea Case	1918
Marguerite Bond	1918	Mary Coulter	1920
Viola Schroeter	1915	Marguerite Beach	1918

BRYANT SCHOOL

Flora I. Griffin, Prin.	1893	Mayetta R. Wyckoff	1919
Martha Klein	1909	Frances Woodland	1906
Edith E. Hastings	1920	Lucia N. Wood	1889
Elizabeth G. Doig	1916	Kate M. Marsh	1903
Geneva G. Cowen	1905	Minnie Frazee	1913
Ervel Burrough	1914	Cora F. Cadmus	1891
Marion G. Robbins		1920	

LINCOLN SCHOOL

Carolyn B. Lee	1900	Louise Egan	1901
Effie Hendrickson	1917	Mildred Wharton	1920
Evelyn Huff	1913	Mary Marsh	1905
Margaret Bube	1920	J. Elizabeth Hopkins	1915
Elizabeth Fowler		1912	

EMERSON SCHOOL

Allie T. Eastman	1907	Olive B. Griggs	1916
Jane Van Arsdale	1917	Grace Clapsaddle	1912
Jane Crawford	1918	Gertrude Rand	1902
Adelene Johnston	1920	Jeannette Kenely	1918
Edna M. Lawrence	1920	Addie D. Eastman	1906
Ruth P. Esty	1920	Minnie Margrey	1916
Cassia Cooper	1911	Bertha Nelson	1914
Louise Dilts		1920	

IRVING SCHOOL

Genevieve Petrie, Prin.	1888	Ada H. Clarke	1899
Mary C. Brodie	1911	Mary J. Dennis	1902
Lelia Watson	1916	Alice Barrett	1908
Clara Deakin	1918	Ethel M. Giddings	1916
Caroline Gulick	1920	Harriet Filmer	1891
Elizabeth Greenleaf	1909	Georgia Ricker	1903
B. Katherine Nelson	1920	Elizabeth White	1902
Annie S. Holden	1913	Hannah Bingaman	1918
Alice A. Lee	1890	Daisy Schmidt	1919

JEFFERSON SCHOOL

Marjorie Barbour	1908	Frances M. Glen	1919
Elizabeth Webber	1912	Theresa Fisher	1905
Arline Martin	1919	Daisy Brouard	1917
Margaret Smith	1920	Ethel Sleight	1909
Lillian Phillips	1905	Mildred Davis	1918
Rita S. Dalley	1920	Nellie Gonyea	1913
Marie Brush			1917

CONTINUATION SCHOOL

Arthur F. Hopper, Prin.....	1915	Fred M. Richmond.....	1920
Isabelle Curry	1920	Eleanor Oliver	1920

OPEN AIR SCHOOL

Helen Josten	1921
--------------------	------

SUPERVISORS

Charles L. Lewis.....	1896	Addie P. Jackson.....	1904
-----------------------	------	-----------------------	------

MANUAL TRAINING AND FINE ARTS

Arthur F. Hopper, Director.....	1915	Laura E. Morey	1920
Alice M. Lindsley.....	1914	Isabelle Worthington	1920
Henry F. Oesting.....	1914	Anna J. Bennett, Supr. Fine	
Jules Wiesman	1918	Arts	1897
Kenneth McCulloch	1915	Gladys T. Callard	1917
Muriel Miller	1919		

ENROLLMENT OF PUPILS, 1920-21

HIGH SCHOOL

Teacher	Grade	Boys	Girls	Total
L. D. Beers.....	Senior	28	29	57
Helen L. Brown.....	Senior	24	32	56
Helen M. Bond.....	Junior	16	21	37
George W. Garthwaite.....	Junior	21	19	40
Ariadne Gilbert.....	Junior	20	23	43
Phoebe D. Lovell.....	Junior	19	18	37
Dorothea E. Bull.....	Sophomore	19	28	47
Esther Egerton.....	Sophomore	21	27	48
Ruth Elliott.....	Sophomore	26	22	48
Dora G. Lockwood.....	Sophomore	21	24	45
Cornelia Lounsbury.....	Sophomore	28	20	48
Roxana B. Love.....	Freshman	14	35	49
A. W. Hauck.....	Freshman	25	25	50
P. A. Jakob.....	Freshman	31	5	36
Anne K. Miller.....	Freshman	12	12	24
Paul Loser.....	Freshman	49	...	49
Helen L. Schmidt.....	Freshman	8	16	24
Frances Smith.....	Freshman	16	26	42
O. S. Stoddard.....	Freshman	15	32	47
Howard Van Deusen.....	Freshman	8	33	41
		421	447	868

GRAMMAR

Anastasia Griffin.....	Eighth	23	20	43
Mary L. Searle.....	Eighth	21	16	37
Eleanor T. Wilber.....	Eighth	19	15	34
Caroline Thawley.....	Eighth	18	22	40
Isabelle G. Ross.....	Eighth	22	18	40
Nellie Mantz.....	Eighth	21	16	37
Sarah Mackey.....	Eighth	23	17	40
		147	124	271

WHITTIER

Agnes Cheever.....	Seventh	10	15	25
Olga B. Dittig.....	Seventh	10	20	30
Dorothy M. Tate.....	Seventh	15	16	31
Rose M. Nash.....	Seventh	15	14	29
Emma C. Grosch.....	Seventh	18	18	36
Harriet Humphrey.....	Sixth	20	27	47
A. Louise Layton.....	Sixth	19	21	40
		107	131	238

STILLMAN

Helga Johnson.....	Opportunity	17	...	17
Florence M. Hunt.....	Opportunity	15	...	15
Sara D. Lemos.....	Opportunity	...	13	13
Sara E. Coyle.....	Opportunity	15	...	15
Gladys Z. Cook.....	Opportunity	8	7	15

Teacher	Grade Opportunity	Boys	Girls	Total
		... 55	13 33	13 88

EVERGREEN

Carrie M. Davis.....	Sixth	29	21	50
Mildred C. Beard.....	Sixth	29	17	46
Helen Trenbath.....	Fifth	18	18	36
Clara J. Churton.....	Fifth	25	19	44
Edna M. Brokaw.....	Fifth	14	27	41
Blanche Pierson.....	Fourth	31	27	58
Frances Nischwitz.....	Third	25	22	47
Marion Forbes.....	Third	23	18	41
Bessie C. Wright.....	Second	32	24	56
Gertrude Slocum.....	Second	24	21	45
Liliah Zug.....	First	24	22	46
Lucy Bullard.....	First	19	13	32
Florence Hall.....	First	17	16	33
Elizabeth Angell.....	Kindergarten	28	35	63
		338	300	638

FRANKLIN

Fanny B. Cheyney.....	Fifth	19	24	43
A. E. O'Neill.....	Fifth	16	23	39
Caroline Borton.....	Fourth	21	21	42
Anna Stillman.....	Fourth	16	19	35
Frances Kinne.....	Third	29	16	45
Edna Hardcastle.....	Third	23	20	43
Ethel Rogers.....	Second	26	22	48
Mary Clarke.....	Second	20	23	43
Laura B. Meyer.....	First	19	31	50
Emeline Benard.....	First	25	23	48
Ella Fenner.....	First	30	24	54
Marion B. Douglas.....	Kindergarten	27	41	68
		271	287	558

WASHINGTON

M. Josephine Skillings.....	Seventh	23	17	40
Lilla Bateman.....	Sixth	15	22	37
Helen Osborne.....	Sixth	18	18	36
Florence Holtz.....	Fifth	16	20	36
Anita Hall.....	Fifth	22	14	36
Marguerite Bond.....	Fourth	21	22	43
Edythe Case.....	Fourth	21	17	38
Jean Gilfillan.....	Third	21	20	41
Mayme Breads.....	Second	24	17	41
Elma Beaty.....	Second	24	19	43
Ella V. Miller.....	First	24	26	50
Dorothy Case.....	First	26	23	49
Viola Schroeter.....	Kindergarten	27	35	62
Helen Josten.....	Open Air	10	8	18
		292	278	570

BRYANT SCHOOL

Teacher	Grade	Boys	Girls	Total
Martha Klein	Fifth	15	25	40
Edith Hastings	Fifth	17	16	33
Geneva G. Cowen	Fourth	19	20	39
Elizabeth Doig	Fourth	13	18	31
Mayetta R. Wyckoff	Third	15	25	40
Ervel Burrough	Third	21	18	39
Frances Woodland	Second	24	15	39
Lucia N. Wood	Second	20	17	37
Kate M. Marsh	First	26	22	48
Minnie T. Frazec	First	28	30	58
Cora F. Cadmus	Kindergarten	30	34	64
		228	240	468

LINCOLN

Carolyn B. Lee	Fifth	15	12	27
Effie Hendrickson	Fourth	15	23	38
Evelyn Huff	Third	15	21	36
Margaret Bube	Third	24	18	42
Louise Egan	Second	19	15	34
Mildred Wharton	Second	17	17	34
Mary L. Marsh	First	25	25	50
J. Elizabeth Hopkins	First	24	21	45
Elizabeth Fowler	Kindergarten	43	30	73
		197	182	379

EMERSON

Jane Van Arsdale	Seventh	13	22	35
Jane Crawford	Seventh	16	23	39
Anita Johnston	Sixth	16	15	31
Bernice Stow	Sixth	13	17	30
Ruth Esty	Sixth	17	14	31
Cassia Cooper	Fifth	20	18	38
Olive B. Griggs	Fourth	24	24	48
Grace Clapsaddle	Third	23	17	40
Allie T. Eastman	Third	11	29	40
Gertrude Rand	Second	19	22	41
Jeannette Kenely	Second	20	19	39
Addie D. Eastman	First	24	26	50
Minnie Margrey	First	28	24	52
Bertha Nelson	Kindergarten	42	35	77
		286	305	591

JEFFERSON

Elizabeth Webber	Seventh	21	23	44
Arline Martin	Sixth	25	20	45
Margaret Smith	Fifth	24	21	45
Lillian Phillips	Fourth	18	23	41
Rita S. Dalley	Fourth	20	14	34
Marjorie Barbour	Third	16	16	32
Frances M. Glen	Third	14	20	34
Theresa Fisher	Second	15	20	35
Daisy Brouard	Second	17	16	33
Ethel Sleight	First	23	14	37

Teacher	Grade	Boys	Girls	Total
Mildred Davis	First	21	15	36
Nellie Gonyea	Kindergarten	30	31	61
		244	233	477
	IRVING			
Mary Brodie	Seventh	17	15	32
Lelia Watson	Seventh	12	18	30
Clara Deakin	Sixth	18	22	40
Caroline Gulick	Sixth	17	17	34
Elizabeth Greenleaf	Fifth	27	15	42
B. Katherine Nelson.....	Fifth	26	19	45
Annie S. Holden.....	Fourth	18	18	36
Alice A. Lee.....	Fourth	16	18	34
Ada H. Clarke.....	Third	19	24	43
Mary J. Dennis.....	Third	21	18	39
Alice G. Barrett.....	Second	26	18	44
Ethel M. Giddings.....	Second	23	16	39
Harriet Filmer	First	18	25	43
Georgia Ricker	First	25	21	46
Elizabeth White	Kindergarten	28	37	65
		311	301	612
Continuation School.....		54	59	113

ENROLLMENT, ATTENDANCE, TARDINESS, ETC., 1920-1921

	Number of classrooms	Number of teachers	Number of boys enrolled	Total number enrolled	Average membership	Average attendance	Percent of attendance	Number of tardinesses	Average tardiness	Per pupil tardiness
High School	28	34	421	447	868	747	.93	2499	3.12	
Grammar	9	9	147	124	271	229	.95	584	2.41	
Whittier	8	7	197	131	238	216	.93	391	1.81	
Franklin	12	13	271	287	558	469	.91	1062	2.26	
Evergreen	14	16	338	300	638	553	.89	1490	2.69	
Washington	15	16	292	278	570	483	.93	707	1.36	
Bryant	10	13	228	240	468	414	.92	670	1.62	
Lincoln	8	9	197	182	379	352	.89	590	1.68	
Emerson	15	15	286	305	591	520	.90	946	1.82	
Irving	14	18	311	301	612	552	.88	766	1.39	
Jefferson	9	13	244	238	477	422	.86	91	442	1.05
Opportunity Classes	10	6	55	33	88	88	.81	.92	503	5.72
Totals	152	169	2897	2861	5758	5148	.91	10650	207	

ENROLLMENT BY GRADES

Year	GRADES									HIGH SCHOOL									
	Elementary			Intermediate			Secondary			Freshman		Sophomore		Junior		Senior		Graduates	Total
	I	II	III	IV	V	VI	VII	VIII	IX										
1916-17	20	91	504	590	497	490	487	419	382	264	220	294	212	158	130	117	4720		
1917-18	22	89	529	696	498	576	500	436	397	249	240	241	241	132	126	104	4972		
1918-19	25	88	551	780	549	557	538	531	392	302	216	309	195	142	103	92	5278		
1919-20	26	80	581	783	606	592	533	518	474	296	250	326	227	164	104	94	5560		
1920-21	18	88	533	827	651	602	517	545	467	371	271	362	236	157	113	107	5758		

TOTAL ENROLLMENT BY AGES

	4 years	5 years	6 years	7 years	8 years	9 years	10 years	11 years	12 years	13 years	14 years	15 years	16 years	17 years	18 years	19 years
Boys	102	226	265	275	261	277	221	227	241	240	222	143	93	63	29	12
Girls	112	229	262	260	218	257	255	247	223	225	225	152	101	71	19	7
Total	214	455	527	535	479	534	476	474	464	463	447	295	194	134	48	19

SUMMARY OF ENROLLMENT

High School	868	Opportunity
Grammar School	1,109	
Primary	3,160	
Kindergarten	533	Total	5,758
			50